

SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

LaGrange Elementary School

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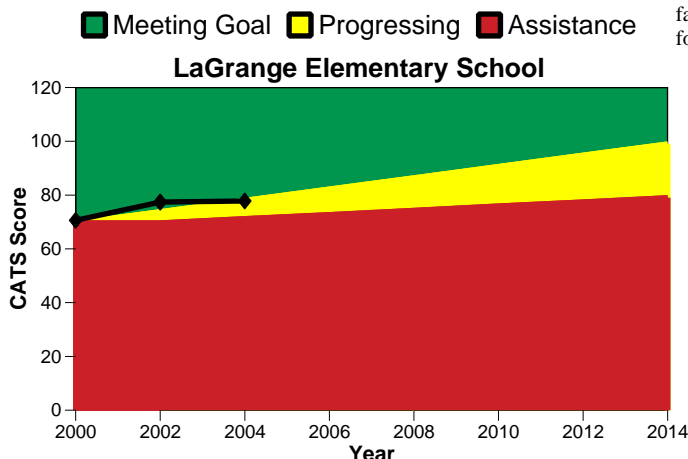


Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	69.6		70.6
2002	73.8	69.6	77.4
2004	78	71.2	77.8
2006	82.2	72.7	
2008	86.4	74.3	
2010	90.6	75.9	
2012	94.8	77.4	
2014	99	79	
Standard Error: 1			

About Our School

La Grange Elementary is a community school serving a diverse population and offering unique programming to meet individual learner interests, needs, and abilities through the combined efforts of the faculty, staff, and parents. In partnership with the University of Louisville, our school is a Professional Development School (PDS) that allows us to serve as a pre-service teacher-training site for Masters of Art in Teaching students during a given school year. The class-size reduction initiative began in 2003 with a student-teacher ratio of 15:1 at the Kindergarten level. We have a school-wide Title I program, primary talent pool, gifted & talented, arts & humanities, technology, after-school enrichment/daycare, Reading Club, and several extracurricular activities and groups. Complete and timely information may be found on our website at www.lagrangeelementary.com or by downloading from the website or requesting a copy of our school brochure from the office.

How Our School Ensures Educational Equity

All students receive instruction according to individual interests, needs, and abilities. This includes the differentiation of instruction to meet the needs of diverse learners. Students are ensured educational equity at our school through various supports that include: gifted, Exceptional Child Services, Title I, gender-specific supports, and instruction reflective of Howard Gardners multiple intelligences theory. Members of our school community experience equity as evidenced by high expectations for all which are reflected in on-going Standard Based Units of Study (SBUS), lesson plans, and student products. Instruction is conducted in a safe and orderly environment that promotes respect for each other through a school-wide, positive, proactive discipline program (CHAMPs) and attention to fewer classroom disruptions. A clean building is monitored through building inspections. An increase in positive responses to the Effective School Survey (Clear School Mission Correlate) supports the success of our efforts.

School Enrollment (end of year membership 2003-2004): 603

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 4th	18%	6%	11%	16%	11%	22%	67%	83%	67%	82.5	98.3	86.8
Science 4th	9%	3%	7%	40%	23%	38%	51%	75%	55%	84.4	101.5	87.5
Writing 4th	10%	4%	9%	56%	48%	52%	34%	47%	39%	69.5	77.9	72.3
Mathematics 5th	27%	9%	23%	28%	19%	29%	44%	72%	48%	74.3	98.9	77.1
Social Studies 5th	20%	8%	21%	12%	16%	24%	68%	77%	56%	85.1	100.2	81.8
Arts & Humanities 5th	36%	15%	27%	44%	51%	51%	20%	34%	22%	52.1	70.3	58.3
PL/VS 5th	16%	6%	15%	25%	18%	27%	59%	77%	58%	81.4	98.9	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	58%ile	75%ile	64%ile	50%ile
EOP Language Arts	52%ile	70%ile	62%ile	50%ile
EOP Mathematics	56%ile	75%ile	66%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate
School	95.5%	0%
District	95.7%	0.8%
State	94.3%	3.4%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

District, Regional and State PTA Reflections Intermediate level winners, two state-level individual Chess Team Champions, two fifth grade recipients of the Duke University Talent Search

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	98%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	86%	81%	82%
Average Years of Teaching Experience	10.7	11.7	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

The School Climate Committee reviews and updates a Safe Schools Plan annually. The 12-page working document outlines strategies to improve learning and order, method of plan implementation, and projected completion timelines. There is on-going staff training in all areas of school safety and discipline from district and school policies/procedures and individual responsibilities to legal issues and emergency management protocol. All expectations are communicated to students, staff, parents, and the community. Scheduled drills are implemented, monitored, and follow-up feedback is given to students and staff to ensure the safety of all members of our learning community.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	0	0
Weapons Violations	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$5167	16:1	9:1	100%
District	\$5767	17:1	5.8:1	100%
State	\$7007	16:1	3.8:1	100%

How We Use Technology to Teach

The use of technology in the classroom has become instrumental in all areas of the curriculum. A suite of assessment software by Renaissance Learning has impacted reading and math instruction significantly. The use of digital photography enhances unit projects and promotes endless creativity. Students using professional camera equipment produce a daily morning news program. All classrooms have Internet access via the local and wide area network offering more current information for research, virtual fieldtrips, and instruction. All staff, as well as 4th and 5th grade students, have email capability for efficient and effective communication. An electronic version of the weekly Take Home Tuesday (THT) Folder is available at parent/family request. AlphaSmarts, portable writing keyboards, support keyboarding and composition skills. Two Iboard touch screens and projection devices aid teachers with enticing instructional presentations. Students and staff have access to wireless laptop options. Other software in use includes timeline and concept/organizational software, on-line multimedia encyclopedias, and the suite of Microsoft Office business products. As appropriate, students access text reader software as part of the on-going instructional process.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	602	30	2	2150

Extracurricular Activities

Academic and Quick Recall Teams, Chess, Corps of Champions, Future Problem Solving Team, Intramural Girls & Boys Basketball, Mad Science, Primary Enrichment Program, WLGN News Crew, Orff/Chorus, Reading Club, STAR Club, Student Ambassadors, Student Technology Leadership Program, and Young Rembrandts

Awards and Recognition

Awards: Welcoming School Award; CCDF (Childcare Development Fund) Block Grant; Library Reading Program; Project Discovery; Boston TV Station teacher videotape; Renaissance Learning Model Library Award; Renaissance Learning Model Classroom Awards; WHAS Excel Award Winner; KY Arts Council Grant for Cultural Dance; WAVE3 Teacher of the Week/Special Ed Recognition; Stella A. Edwards Special Education Teacher of the Year District Winner; Mix-it-up Diversity Certification Grants: Oldham County Education Foundation Pyramid Award Grant; Toshiba America Foundation Math & Science Grant; South Central Bell; U of L; KET school program video; Electronic Data Systems Grant; Dollar General Store Grant; Wal-Mart Grant; Metro United Way Grant; Community Collaboration For Children Grant; \$25,000 Playground Equipment Grant (PTA Matching Funds); WHAS-TV Crusade for Children Grant

What We Are Doing To Improve

At La Grange Elementary, we are committed to high expectations for all members of the school community and continued improvement in all areas of academic assessment. In addition to offering STAR Club (extended school services) and Reading Club after school, we employ a full-time reading specialist to strengthen our total literacy focus. Our entire staff observes and evaluates each child’s performance over time. We use Accelerated Math and Accelerated Reader to motivate student achievement, and the informal inventories STAR Math and STAR Reading to assess areas for improvement or achievement. We have a Student-Teacher Assistance Team (STAT) and Stakeholders Teaming for Academic Results (STAR) Team that offer advice, strategies, and support for students who require diverse strategies to achieve at high levels. Our Exceptional Child Education Team works with all staff to implement Individual Education Programs (IEPs) for students with identified needs. Staff members are recognized with the BRIDGES Award by the ECE Team for Building Resiliency in Diminishing Gaps toward Educational Success. Individual Learning Plans (ILPs) are implemented for students identified as gifted/talented. Staff members also work closely with English as a Second Language (ESL) support staff to assist our students who require additional supports toward reaching English proficiency. Student Learning Profiles (SLPs) document every student’s progress from grade to grade so teachers can more easily guide student’s continued improvement.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
John Finch	502 222 9454		
Judy Sanders	502 222 9454		
Catherine Cotton	502 222 9454		
Sandy Gavin	502 222 9454		
Allen Riley	502 222 9454		
Julie Richmer	502 222 9454		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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